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14.—*A Course of Six Lectures on the Chemical History of a Candle: to which is added a Lecture on Platinum.* By MICHAEL FARADAY, D. C. L., F. R. S., Fullerian Professor of Chemistry, Royal Institution; Foreign Associate of the Academy of Sciences, etc. Delivered before a Juvenile Auditory at the Royal Institution of Great Britain during the Christmas Holidays of 1860–1. Edited by WILLIAM CROOKES, F. C. S. With numerous Illustrations. New York: Harper and Brothers. 1861. 16mo. pp. 223.

HERE we have a series of “object-lessons” well worthy of the author’s world-wide reputation. On the text of the candle he has constructed a commentary of chemical science, at once simple and profound, intelligible by a child and yet conveying the last results of research and experiment. The lecture on platinum has similar merit, though the subject was less within the familiar knowledge of the audience, and its treatment, equally plain to those who witnessed the brilliant experiments which attended the delivery of the lecture, is not so easily understood from the printed page.

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15.—*The Popular Education of France, with Notices of that of Holland and Switzerland.* By MATTHEW ARNOLD, M. A., Foreign Assistant-Commissioner to the Commissioners appointed to inquire into the State of Popular Education in England; Professor of Poetry in the University of Oxford; one of her Majesty’s Inspectors of Schools. London: Longman, Green, Longman, and Roberts. 1861. 8vo. pp. 1, 294.

MR. ARNOLD’s survey of the systems of popular education in France, Holland, and Switzerland, results, as might have been anticipated, in a comparison by no means favorable to his own country. It proves that the state may assume extensive educational functions without injuriously affecting individual freedom, may multiply the privileges of its future citizens without endangering the just equilibrium of society, and may provide for the religious instruction of children and youth without injustice to the various sects which equally bear the public burdens and are entitled to equal benefit in the public expenditures. It proves also that there is no necessity for so costly and cumbrous a system of educational supervision and management as is in accordance with the genius or the habitudes of British institutions. The volume is full of valuable suggestions for the vast work in which England as yet lingers far behind the United States and the other countries of Western Europe. The book, otherwise worthy of the highest praise, is disfigured by gratuitous